



MARICOPA COUNTY JOB DESCRIPTION
REGIONAL TRANSITION COORDINATOR

MARKET RANGE TITLE: EDUCATION PROGRAM COORDINATOR
DEPARTMENT: MARICOPA COUNTY EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT: EDUCATION INNOVATIONS (LOW ORG 3770)
FLSA STATUS: EXEMPT
CLASSIFIED/UNCLASSIFIED: UNCLASSIFIED/CONTRACT
SALARY: \$28.85 – \$39.29 (\$60,008 – \$81,723)

PURPOSE STATEMENT:

The Regional Transition Coordinator for the *Transforming Juveniles Through Successful Transition (TJST)* program works collaboratively with the TJST Program Administrator and TJST Transition Facilitators to increase the number of juveniles enrolled in public traditional or non-traditional schools on track for high school graduation, college and/or career readiness; decrease recidivism of post-released juveniles through a single case transition Education Career Action Plan (ECAP) to ensure positive affiliations in Education and Career, Hobbies and Recreation, Home and Family and Community and Service; ensure highly effective placement of juveniles in interim Education Programs and provide a “seamless transition” to long-term placement in comprehensive K-12 schools. Assist with training and preparation of Alternative Education Programs that will decrease juvenile referrals and recidivism.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1.0 Ensuring Successful Transitions for All TJST Students through Coalition Development and Maintenance (Standards 4 & 6):

- 1.1 Establishes regional transition teams (probation/parole officers, teachers, staff, mental & behavioral health professionals, parents, guardians and mentors) and develops a protocol for team process to support successful transition.
- 1.2 Identifies and develops education, work, recreational, and community service opportunities for youth in alignment with their Transition Plan goals.
- 1.3 Works with TJST Program Administrator to facilitate the application, management, and administration of federal and state entitlements, grants, and other funds available to Coalition partners.

- 1.4 Develops and maintains collaborative relationships with program partners and community agencies to support successful transition.
- 1.5 Compiles and maintains a database/directory of options for juveniles to pursue relative to Education and Career; Hobbies and Recreation; Community and Service; and Home and Family. Distributes these options to TJST Transition Facilitators and all parties involved in supporting the transition of juveniles.

2.0 Ensuring Evidence-Based Practice Implementation in Support of Transition and Placement for TJST Students (Standard 3 & 8):

- 2.1 Develops a model “Focused, Rigorous and Targeted Educational Plan” for juveniles who have been incarcerated to ensure that they successfully transition back to their communities ready for continuing K-16 education, or for the workforce.
- 2.2 Collaborates with detention centers, staff, transition agencies, and constituents to implement strategic and tactical plans for expanding opportunities for transition plan (ECAP) goal attainment for students.
- 2.3 Ensures that student intake, school and learning, release, transition, and placement in community are seamless and effective.
- 2.4 Provides training to traditional and non-traditional education program staff as needed to accomplish strategic and tactical goals.
- 2.5 Utilizes evidence-based practices and resources, and provides training for traditional and non-traditional schools on specific and targeted interventions that support the individual needs of students.
- 2.6 Collaborates in designing and providing youth recognition activities for celebration of progress and successes towards transition goal attainment.
- 2.7 Provides professional development on transition planning (ECAP) and other evidence-based practices for secure, traditional and non-traditional and alternative education teachers, justice professionals, partner agency personnel and parents.
- 2.8 Coordinates and delivers professional development and facilitates systemic changes as identified by the TJST Steering Council and Program Administrator.

3.0 Ensuring Successful Transitions In Education and Careers for All TJST Students (Standards 2, 3 & 9):

- 3.1 Oversees implementation of an effective Transition Plan (ECAP) for students throughout the transition process via service delivery by Transition Facilitators assigned to the respective region.
- 3.2 Identifies assistance available to meet student academic core standard needs and ensuring alignment of courses from school of origin to correctional schools.
- 3.3 Obtains and reviews a weekly report from the Transition Facilitator regarding contact and/or meeting with school personnel regarding student progress on transition goals related to Education and Career.
- 3.4 Builds and maintains a portfolio of competitive school placement options aligned with MYTAC transition school criteria.

- 3.5 Develops and maintains a menu of career placement, internships, shadowing and employment for targeted students.
- 3.6 Meets periodically with employers to assess progress with student placements.
- 3.7 Collaborates with Transition Facilitators in designing and implementing interventions in the event that student does not progress.
- 3.8 Organizes and hosts career and college information sessions.
- 3.9 Designs and provides incentives and positive recognition to schools and employers for demonstrated success with transitional students.

4.0 Ensuring That Each TJST Student has and Maintains a Successful, Positive, and Sustainable Transition to Their Respective Home and Family Relationships (Standard 2, 3 & 9):

- 4.1 Oversees implementation of an effective Transition Plan (ECAP) relative to Home and Family for students throughout the transition process via service delivery by Transition Facilitators assigned to the respective region.
- 4.2 Identifies assistance available to students and families in securing basic necessities (i.e. food, clothing, and safe shelter) and secures partnerships.
- 4.3 Obtains and reviews a weekly report from the Transition Facilitator regarding contact and/or meeting with parents and guardians regarding student progress on transition goals related to Home and Family.
- 4.4 Identifies resources and assists Transition Facilitators, students, parents and guardians in addressing mental and behavioral health needs (including substance abuse) by coordinating services with organizations and agencies that have demonstrated success in their field of expertise.
- 4.5 Ensures that parents and guardians understand enrollment and transfer process so they can successfully advocate for their child to return to a school setting.
- 4.6 Identifies and provides training and support to parents and guardians to support the successful re-integration of the student into the home and community.
- 4.7 Works collaboratively with Transition Facilitators and parents to coordinate time, location, etc. of training.
- 4.8 Designs and delivers student, parent and guardian recognition activities for celebration of progress and successes towards transition goal attainment.
- 4.9 Designs and delivers incentives and positive recognition to treatment and other community partner agencies for demonstrated success with transitional students and their families.

5.0 Ensuring That Each TJST Student Successfully Utilizes Appropriate Hobbies and Recreation Resources that will Enable Him/Her with Successful and Positive Transitions (Standard 2, 3 & 9):

- 5.1 Oversees implementation of an effective Transition Plan (ECAP) relative to Hobbies and Recreation for students throughout the transition process

via service delivery by Transition Facilitators assigned to the respective region.

- 5.2 Secures partnerships that adding to the menu of leisure and recreational options for targeted students that provide nurturing, skill building, social/emotional development that impact a range of prevention outcomes.
- 5.3 Identifies in age-appropriate, safe, and healthy recreational activities and resources that impact positive youth development.
- 5.4 Obtains and reviews a weekly report from the Transition Facilitator regarding contact and/or meeting with MYTAC partner agencies regarding student progress on transition goals related to Hobbies and Recreation.
- 5.5 Collaborates with Transition Facilitators in designing and implementing interventions in the event that student does not progress.
- 5.6 Designs and delivers youth recognition activities for celebration of progress and success towards transition goal attainment.
- 5.7 Designs and provides incentives and positive recognition to MYTAC partner community recreational agencies for demonstrated success with transitional students.

6.0 *Ensuring that Each TJST Student Learns, Utilizes, and Sustains Community and Service Resources that will enable him/her to acquire the Necessary Resources that will assist their successful positive transitions (Standard 2, 3 & 9).*

- 6.1 Oversees implementation of an effective Transition Plan (ECAP) relative to Community and Service for each student throughout the transition process via service delivery by Transition Facilitators assigned to the respective region.
- 6.2 Identified resources to add to the menu of community and service options for targeted students that educate youth while supporting good causes involving clear norms for responsible behavior facilitated by caring, supportive adults.
- 6.3 Identify resources and assists Transition Facilitators in helping students apply for age-appropriate, safe and healthy service activities to meet probation/parole requirements and to foster a sense of self-worth necessary for healthy development.
- 6.4 Meets periodically with community service partner agencies to assess progress with student placements.
- 6.5 Obtains and reviews a weekly report from the Transition Facilitator regarding contact and/or meeting with MYTAC partner agencies regarding student progress on transition goals related to Community and Service.
- 6.6 Ensures that Transition Facilitators meet, at regularly scheduled intervals, with MYTAC partner agencies providing opportunities for community service, internships and potential employment for students to assure that student transitions are successful.
- 6.7 Collaborates with Transition Facilitators in designing and implementing interventions in the event that student does not progress.
- 6.8 Designs and provides recognition activities for celebration of progress and success towards transition goal attainment.
- 6.9 Designs incentives and positive recognition to MYTAC community service partner agencies for demonstrated success with transitional students.

6.10 Obtains weekly report on student attendance and progress for each assigned probationary student.

7.0 Ensuring that transition service delivery is implemented effectively to support TJST student transition success through accountability for Management of Resources, Conducting Research, Developing Programs and Supports, and Evaluating Progress (Standards 2,3 and 9)

- 7.1 Collaborates with TJST Program Administrator and community partners, to implement the strategic and tactical plan for ensuring the effective, efficient and successful transition of students from secure care to community placement.
- 7.2 Assists TJST Program Administrator with recruiting, hiring, and training TJST staff.
- 7.3 Supervises TJST Transition Facilitators assigned to respective region.
- 7.4 Assists TJST Program Administrator in developing a plan for measuring program success, goal attainment, and areas for continued growth based on research and best practice.
- 7.5 Collaborates with TJST Program Administrator and Data Coordinator in developing and implementing data collection processes and procedures.
- 7.6 Monitors Transition Plan (ECAP) implementation and evaluates consistency and provides feedback on results from monitoring and evaluation.
- 7.7 Provides monthly, written process updates and quarterly product updates to TJST Program Administrator relative to strategic and tactical plan.
- 7.8 Assists TJST Program Administrator in the development of an annual financial plan for spending that is aligned to strategic and tactical plan.
- 7.9 Provides monthly process reports, including expenditures to the TJST Program Administrator.

REPORTING STRUCTURE

A. Supervision Received:

Admin – Juvenile Transitions

B. Supervision Exercised:

- (2) Transition Facilitators

QUALIFICATIONS*

A. Minimum education and/or experience:

- Master's Degree in Education, Social Work, Juvenile Justice, or related field.
- Minimum of three (3) years experience in project development, oversight and evaluation.
- Progressive responsibility and experience in supervision of programs & personnel
- Experience in developing and maintaining community partnerships and coalitions.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

C. Preferred education and/or experience:

- Certificate in School Administration, Curriculum and Instruction, Educational Leadership or equivalent certification in related areas.
- Experience and demonstrated measurable results (via examples) with school or program improvement, strategic planning and effective communications.
- Experience working/teaching in Traditional and/or Charter Schools or equivalent experience in related field. Demonstrated measurable results with increased student academic progress and achievement
- Experience with correctional education and juvenile justice processes and procedures. Provides demonstrated and measurable results of positive correctional education and improvements with the juvenile justice process.
- Knowledge and experience in using technology.

D. Knowledge, Skills, and Abilities:

- Belief that 'all students can succeed, no exceptions'.
- Ability to develop positive and collaborative relationship/partnerships with agencies, families, and students to enhance student success *as evidenced by examples of productive improvements with agencies, families and students.*
- Experience in goal setting and strategic and action planning
- Knowledge of and experience with Detention School and Center processes and procedures
- Knowledge of research methods and techniques used in program evaluation, including project planning, methodology, reporting, and processes.
- Ability to plan, organize, facilitate, and manage resources (fiscal and human) to accomplish goals.
- Excellent interpersonal, leadership, and communication skills.
- Effective planning, organizational, and time management skills.
- Ability to analyze administrative problems and develop courses of action.
- Computer Literate: Microsoft Word, Excel, PowerPoint, Access, Outlook, Project and Internet Research.
- Knowledge of statutory law, case law, federal regulations and state regulations governing the operations of coalition agencies in Arizona.
- Knowledge of Maricopa County policies and procedures affecting the operations of their job functions.

E. Specialized training, certifications, or other special requirements:

- Fingerprint Card
- Driver's License

F. Preferred special requirements:

G. Special working conditions:

*Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)